

## JOB DESCRIPTION

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| <b>Job Title:</b>  | Teaching Assistant  |
| <b>School:</b>   | Orchards Academy, Swanley                                 |
| <b>Salary:</b>   | Kent Range 5 (£25,242 full time equivalent salary)        |
| <b>Reporting To:</b>   | SENCO   |
| <b>Key Internal Relationships:</b>   | SENCO, Inclusion Team, SLT, Teaching Staff, Support Staff |
| <b>Our Commitment</b>  |   |
| <p>Be Who You Are at TKAT - This Job Description represents the role as we see it in its entirety.</p> <p>We do not expect candidates to have in-depth experience of every element of an application, but we do expect to provide you with the support and flexibility you need to get there and to enable you to do it your way. We want to demonstrate to our children and young people what a good, inclusive employer looks like in order to inspire them to be whoever they want to be.</p> <p>Safeguarding - TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.</p> <p>Equal Opportunities - TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part-time or on a flexible basis.</p> |   |
| <b>Job Purpose</b>   |   |
| <p>The primary purpose of the Teaching Assistant at Orchards Academy is to foster an inclusive, high-achieving learning environment where students in Years 7–11 can overcome barriers to learning.</p> <p>You will work under the guidance of teaching and senior staff to provide targeted academic and pastoral support, acting as a vital bridge between the teacher's instruction and the student's understanding. Whether working with individuals, small intervention groups, or supporting a whole class, your goal is to build student confidence, encourage independence, and ensure every learner has the tools they need to succeed in their GCSEs and beyond.</p>   |   |

### Key Responsibilities

- **In-Class Support:** Work alongside subject teachers to help students access the curriculum, particularly in core subjects like English and Maths.
- **Small Group Intervention:** Lead focused sessions for students who need an extra boost or have specific educational needs (SEND).
- **One-to-One Mentoring:** Build rapport with individual students to help them overcome barriers to learning and stay engaged.
- **Resource Preparation:** Help create modified learning materials that make complex topics easier to digest.
- **Safe & Inclusive Environment:** Uphold our safeguarding policies and contribute to a positive, inclusive atmosphere where every student feels seen.
- **Progress Tracking:** Keep track of student achievements and provide feedback to teachers and parents during review meetings.

### Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Promote the safeguarding of all pupils in the school.

### Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy.

### Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager. This job description may be amended at any time in consultation with the postholder.

## PERSON SPECIFICATION

| Criteria  | Essential (E) /<br>Desirable (D) | How Tested<br>(A=Application,<br>I=Interview,<br>R=References) |
|---|----------------------------------|--|
| <b>Qualifications &amp; Education</b>   |                                  |  |
| <ul style="list-style-type: none"> <li>GCSE English and Maths (Grade C/4 or above, or equivalent)</li> </ul>  | E                                | A  |
| <b>Experience</b>   |                                  |  |
| <ul style="list-style-type: none"> <li>Previous experience working with 11–16-year-olds in an educational or youth-work setting.</li> </ul>   | E                                | A, I   |
| <ul style="list-style-type: none"> <li>Level 2 or 3 TA qualification (or a willingness to work towards one).</li> </ul>   | D                                | A, I   |
| <b>Knowledge, Skills &amp; Attributes:</b>  |                                  |  |
| <ul style="list-style-type: none"> <li>The "People" Factor: Excellent communication skills. You can talk to a Year 7 about their new hobby just as easily as you can explain a GCSE concept to a Year 11.</li> <li>Resilience: Secondary school life is fast-paced. You'll need a sense of humor and the ability to stay calm under pressure.</li> <li>Adaptability: One hour you might be helping in a Science lab, the next you're supporting an Art project. You should be a "glass-half-full" type of person who is ready for anything.</li> <li>Tech Savvy: Comfortable using basic IT systems for reporting and classroom technology.</li> <li>Empathy: A genuine desire to support students with diverse backgrounds and learning styles.</li> </ul> | E                                | A, I   |